**Lesson Plans for Mrs. Hanlon’s Class**

**Monday March 19, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Health**

**Lesson 3- Fire Safety**

## **Objective:** Student will identify fire hazards in their home and plan a safe fire exit.

**Materials:** Student textbook pages 158-166

* Teacher Manual p. 158-156
* Activity book pages “Chapter 5: Quick Study”
* Safari Montage
* Smart Board Lessons on each system

**Procedure:**

1. Anticipatory Set: Have students draw an escape route from their bedroom. Discuss potential problems.
2. Read pages 158-166
3. Go over materials for an emergency kit. Why are these kits important?
4. Activity book “Quick Study” for Lesson 3

**Assessment:** Quick Study and house floor plans.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 English**

**Objective:**  For students to identify adverbs and the verbs they describe.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** place the verb in the middle of a web on the chalkboard. Write as many words that describe how someone does that. (walk, run, sleep, etc.)

**2.** Go over pages 246-247 as a whole class.

3. Complete page Worksheet page 1.

**Assessment:** Worksheet 1

**Homework:** Worksheet 1

**Spelling**

**Objective**: Students will be able to increase their spelling skills by learning to spell words with prefixes and suffixes.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities**:

1. **Anticipatory Set:** Use page 491E-491F in teacher’s manual to help students understand the prefixes and suffixes of words.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 109-111 in their workbook.
4. Cut out their spelling list on put it in the take-home folder. (workbook page 275)

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**9:30-10:00 Writing/How-To Speeches**

**Objective:** Students will work present their how-to PowerPoint’s.

**Materials:** How to Presentations

**Activities:**

1. Select students to present their how-to speeches.

**Assessment:** Teacher observations and completed how-to paragraph

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will complete their personal narratives, how-to paragraphs and PowerPoint’s.

**Materials:** Research materials for famous historic Americans.

**Procedure:**

1. Allow students to find information about their famous American.

**Assessment:** Teacher observations and research reports.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and make inferences about the stories they read. Students will also be able to use the comprehension skill drawing conclusions to further their ability to make inferences based on predictions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities**:

1. **Anticipatory Set:** Introduce whole theme. Use pages 462-467 to help.
2. Read the “Teacher Read aloud” to students found from pages 467A-467B, “Art of the Needle of Loon”. Have students ask the class questions. Also use questions in teacher’s manual to guide discussion.
3. Build student vocabulary by studying pages 468-469 with students. (Optional: Complete Wordbook page 103)
4. Listen to the story on CD. Story is found on pages 470-485.
5. Discuss questions on page 487 as a whole class.
6. Students will begin completing pages 104: Graphic Organizer: Conclusions Chart and page 105: Comprehension Check.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand theoretical and complementary probability

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** 11.1 Problem of the day.
2. Look over yesterday’s test.
3. Discuss problems using Interactive Chalkboard 11.1
4. Students will complete 11.1 Homework.

**Assignment:** Worksheet 11.1

**Assessment:** Teacher observations and parent letter and homework

**1:20-2:00 Science with Mrs. Radtke’s class**

**Objective:** Students will begin to developer an understanding of sinking and floating items.

**Resources:**

* Soda Can Lab
* Soda

**Activities:**

1. KWL about why things sink/float
2. Provide an overview of lab
3. Have students make predictions about the two soda cans from their lab group.
4. Test lab
5. Have students write their lab conclusions.

**Assignment:** Lab Conclusion

Bring items from home to test

**Assessment:** Lab Conclusion.

**2:00 Recess**

**2:15-2:55 Repeat LESSONS with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday March 20, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:30 Junior Achievement**

**9:30 HEALTH**

## **Objective:** Performance will be satisfactory when the learner can identify important procedures for being safe.

**Materials:** Student textbook page 168-169

* Teacher Manual p. 168-169
* Safari Montage
* Smart Board Lessons on each system

**Review**

1. Students will complete the chapter review on page 168-169.

**Homework:** review

**Assessment:** Teacher observations

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will create a ‘prezi’ about safety.

**Materials:** Prezi logins and Health Textbooks.

**Procedure:**

1. Allow students work time on their various computer generated projects we have going on in class. (Personal Narratives, , Invertebrate PowerPoint’s, How-To PowerPoint’s, and Prezi projects)

**Assessment:** Teacher observations and final projects

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and make inferences about the stories they read. Students will also be able to use the comprehension skill drawing conclusions to further their ability to make inferences based on predictions.

Students will develop an understanding of dictionary use and review English skills.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities**:

1. **Anticipatory Set:** Select a picture from A Boy Called Slow. Use similes to create images that relate to the story (Teacher’s manual page 466A “Words to Pictures”)
2. Review the story by discussing workbook pages 104-105. Focus on how on page 104 on what students used to draw conclusions.
3. Discuss page 106-107 in workbook. Use Teacher’s Manual page 491A-491B to guide lesson on drawing conclusions.
4. List and define the prefixes and suffixes found on page 108 on the board. As a whole class, work to complete page 108. (Teacher’s Manual Page 491C)
5. Review analogies with students. Use Teacher’s Manual pages 491G. Complete page 112 in workbook. If more analogies are needed use transparency 5-3
6. Introduce this week’s study skill, “Using a Word Processor” with students using Teacher’s Manual page 491H
7. Review with student’s pronouns completing pages 113-115. Discuss how to complete each page as a whole class. (Teacher’s manual page 491I-491J)

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:50-12:30 Lunch and Recess**

**12:30-1:30 Math**

**Objective:** For students to establish the theory of possible outcomes.

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** Problem of the Day 11.2
2. Review yesterday’s homework
3. Complete interactive chalkboard 11.2
4. Give students Worksheet 11.2 to work on.

**Assignment:** Complete Wkst. 11.2

**Assessment:** Teacher observations and assignment

**1:20-2:00 Science With Mrs. Radtke’s Class.**

**Objective:** Students will begin to developer an understanding of sinking and floating items.

**Resources:**

* Objects from home
* Sinking and Floating Lab books

**Activities:**

1. Go over yesterday’s lab conclusions.
2. Introduce the lab. Have students share their predictions with a partner.
3. Allow students in groups to test their objects.
4. Have students write conclusions. Conclusions should include student theories about why certain items sink/float.

**Assignment:** Lab Conclusion

Bring items from home to test

**Assessment:** Lab Conclusion.

**2:00 Recess**

**2:15-2:55 Repeat Lesson with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday March 21, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 2: Writing with Adverbs**

**Objective:**  For students to elaborate their sentences by adding adverbs.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Have 3 students come to the front of the room and have them act-out a verb like waking. Have one walk slow, fast, and backwards. Write on the board “The student walks.” Have students use adverbs.

**2.** Go over pages 248-249 as a whole class.

3. Complete page Worksheet “Writing with Adverbs”

**Assessment:** “Writing with Adverbs”

**Homework:** “Writing with Adverbs”

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-11:00 WrIting**

**Objective:** Students will work present their how-to Power Points.

**Materials:** How to Presentations

**Activities:**

1. Select students to present their how-to speeches.

**Assessment:** Teacher observations and completed how-to paragraph

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and make inferences about the stories they read. Students will also be able to use the comprehension skill drawing conclusions to further their ability to make inferences based on predictions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

Leveled Readers:

* + Shell Flower

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to learn how bias, statistic and making predictions are related.

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** Discuss page 437 about bias.
2. Correct and discuss yesterday’s homework.
3. Complete interactive 11.3
4. Go over vocabulary terms such as survey, population, sample and random.

**Assignment:** Complete 11.3

**Assessment:** Teacher observations and assignment

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will investigate whether changing the shape of clay has an effect on its weight.

**Resources:** Teacher Manual: 49

Student Book: 6-7

Worksheets: Student notes- hand out,

**Activities:**

1. Anticipatory Set: Question students: What happens to the weight of the clay when you change its shape? Will the weight change, or will it stay the same?
2. Hand out materials and have student’s one lab books top. 6.
3. Students will use spring scale to measure the weight of a ball of clay. Students will then form the clay into a pancake and then roll in into s sausage. The will weight each shape again. weights should be recorded on p. 6 in lab book.
4. Inquiry qu7estiosn
   1. Do you think you make the clay float? Encourage students to form the clay into a variety of different shapes to try to float. As students test the different shapes of clay they will draw pictures on p. 6 in lab book.
   2. They should describe in lab which shapes floats best or did not float.
5. As you read as a class, have students stop and fill in skeleton notes.
6. Also, during reading stop and use discussion from teacher manual to check understanding.

**Assignment:** None

**Assessment:** Informal assessment through discussion.

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday March 22, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will increase their typing skills.

**Materials:** Personal Narrative drafts.

**Procedure:**

1. Students will use “Type to Learn”

**Assessment:** Teacher observations and final projects

**Homework:** None.

**9:15-10:00 LMC WITH MRS. Dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Day 3: Comparing with Adverbs**

**Objective:**  For students to use the correct form of adverbs to compare to or more actions.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Use “Meeting Individual Needs” *Reteaching* to introduce comparing with adverbs.

2. Go over pages 250-251 as a whole class.

3. Complete page Worksheet page 2

**Assessment:** Worksheet 2

**Homework:** Worksheet 2

**10:20-10:45 Health**

## **Chapter 5 Test**

## **Objective:** Performance will be satisfactory when the learner can express good nutrition and food preparation

**Materials:** Chapter 5 Test

**Test**

1. Students will complete the Chapter 5 Test.

**Homework:** None

**Assessment:** Chapter 5 test

**10:45-11:00 How-To Presentations**

**Objective:** Students will work present their how-to PowerPoint’s.

**Materials:** How to Presentations

**Activities:**

1. Select students to present their how-to speeches.

**Assessment:** Teacher observations and completed how-to paragraph

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to predict and make inferences about the stories they read. Students will also be able to use the comprehension skill drawing conclusions to further their ability to make inferences based on predictions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

Leveled Readers:

* + Shell Flower

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For student to use probability in geometry.

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** Problem of the Day 11.4
2. Correct homework and discuss any problems.
3. Complete interactive chalkboard for 10.4
4. Allow students time to complete 10.4 worksheet.

**Assignment:** Complete Worksheet 10.4

**Assessment:** Teacher observations and assignment

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will predict and test how many marbles each boat will be able to keep afloat.

**Resources:** Teacher manual p. 61

Student Book: 6-4, 8-A

**Activities:**

1. Anticipatory Set: Ask student what they did in the previous lesson to make the clay flat. Focus on student designs that floated and lead discussion about why students think that each particular design float.
2. Complete Chapter Concept chart with definitions.
3. See lab procedure on page 21 in Student Investigation Book to create foil boats.
4. Students will record their finding and observations on page 8-A in lab books.
5. Student will discuss with their partners the conclusion questions on page 9 in lab books and record their thoughts.

**Assignment:** Complete lab sheet on the bottom of page 9.

**Assessment:** Observations and lab conclusion.

**2:40 BOB Check off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday March 23, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-10:00 Spelling ‘-Sparkle and Spello**

**10:00-10:30 English**

**Day 4: Adjective or Adverb?**

**Objective:**  For students to identify adverbs formed by adding –ly to an adjective.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Ask for to write a sentence on the board that describes the weather. Underline the describing word and determine whether it’s an adverb or adjective. Repeat until there is a mixture of types.

**2.** Go over pages 252-253 as a whole class.

3. Complete page Worksheet page 3.

**Assessment:** Worksheet 3

**Homework:** Worksheet 3

**10:30-11:00 Writing**

**Objective:** Students will work present their how-to PowerPoint’s.

**Materials:** How to Presentations

**Activities:**

1. Select students to present their how-to speeches.

**Assessment:** Teacher observations and completed how-to paragraph

**Homework:** Complete unfinished work from lesson.

**11:00 Reading**

**Objective**: Students will be able to show the ability to predict and make inferences about the stories they read. Students will also be able to use the comprehension skill drawing conclusions to further their ability to make inferences based on predictions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails, Week 1 Skills Test

Leveled Readers:

* + Shell Flower
  + Bronco Charlie and the Pony Express
  + Chief Joseph

**Activities**:

1. **Anticipatory Set:** “Vocabulary Game” on page 491M in teacher’s manual. Have students work with a partner to only write a few sentences. Share sentences.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment**:Weekly Skills Test

**Assignment**: Independent Reading

**11:50-12:50 Lunch & Recess**

**12:30-1:20 Math**

**Objective:** For students to understand the probability of independent events.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 11.5
2. Go over yesterday’s test
3. Use the interactive chalkboard to guide lesson 11.5
4. Allow students work time on Homework, 11.5 Worksheet

**Assignment:** Worksheet 11.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will begin to developer an understanding of sinking and floating items.

**Resources:**

* Sinking and Floating Lab books

**Activities:**

1. Go over yesterday’s lab conclusions.
2. Read about Archimedes’ Rule and Why Diet Soda Cans float.
3. Review main ideas of sinking/floating objects.

**Assignment:** Lab Conclusion

Bring items from home to test

**Assessment:** Lab Conclusion.

**2:00 Recess**

**2:15-2:55 Repeat lesson with Homeroom class.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.